

The Role of Civics Education in Establishing the Critical Thinking and Humanist Citizens at Universitas Muhammadiyah Semarang

Arum Ambarsari

*Universitas Muhammadiyah Semarang

*arum.ambarsari@unimus.ac.id

ARTICLE INFO

The Article History:

Accepted: DD-MM-YY

Approved: DD-MM-YY

Keywords:

Digital Literacy

Merdeka Belajar

Indonesian Language course

Islamic Character Improvement

ABSTRACT

Abstract: penelitian ini bertujuan untuk mengetahui peranan pendidikan kewarganegaraan dalam membangun dan mewujudkan warga negara yang humanis. Warga negara yang humanis yang dimaksud dalam penelitian ini adalah warga Negara yang bisa meletakkan nilai (*value*) atas dirinya sebagai seorang manusia dalam perilaku kesehariannya di dalam memanusiaikan manusia lain. Penelitian ini merupakan studi literatur yang menganalisis berbagai teori mengenai kewarganegaraan dan peranan pendidikan kewarganegaraan di Indonesia dalam menciptakan warga negara yang humanis. Warga negara yang humanis merupakan bentuk hasil pembelajaran yang diharapkan dari pembelajaran kewarganegaraan yang dilaksanakan di Indonesia. Melalui pendidikan kewarganegaraan yang disampaikan dalam jenjang pendidikan dasar, pendidikan menengah, dan jenjang pendidikan tinggi diharapkan mampu memberikan nilai-nilai dasar kewarganegaraan yang wajib dimiliki oleh warga negara Indonesia dalam kehidupan bermasyarakat. Dengan demikian tujuan pendidikan kewarganegaraan untuk membentuk warga negara yang humanis akan mudah untuk dicapai.

Abstract: This research determined the civics education role in establishing and realizing humanist citizens. Humanist citizens refer to citizens with values as humans in daily life behaviors and to humanize other individuals. This literature study analyzed various theories about civics and the roles of civics education in Indonesia in creating humanist citizens. Humanist citizens are the results of the expected learning outcomes after receiving civics learning in Indonesia. With civics education for primary all educational levels, such as Primary School, Junior high School, and Senior High School levels, learners will be aware of the primary values of citizens in community life. Thus, the objective of civics education is to realize humanist citizens.

Alamat Korespondensi:

Arum Ambarsari

Pendidikan Pancasila dan Kewarganegaraan

Universitas Muhammadiyah Semarang

Jalan Kedungmundu No.18, Kedungmundu, Kec. Tembalang, Kota Semarang, Jawa Tengah

INTRODUCTION

World change happens quickly in various aspects, such as technology, education, politics, law, and economy. This matter also changes the world order. On the other hand, the new orders of the world become the alternatives for creating a better global system in the future. The effects are similar to the effects of globalization which could weaken the social values of a community. The weakened social values led to a monetary crisis with significant effects on daily life, moral character, and behaviors of humans in the world, including in Indonesia, a developing country (Syarbaini, 2006: 1).

Information technology development habituates humans to live in the instant situation. Globalization massively influences citizens' developments around the world globally, starting from the aspects of beliefs, norms, behaviors, values, economics, and trading (Banks, 2008:132). Kenichi Ohama, in his book, explains that globalization will erase the international limits of the world. Any crisis suffered by certain countries would influence other countries. Muhammad Syaifudin & Agus Satmoko (2014: 670) also explain that the "young generation will be the future national generation to lead and carry the national changes in better direction." Technological development leads to various problem emergencies in the community. Thus, the problems should be solved properly. One of the efforts is providing civics education for the citizens.

Education in Indonesia encounters significant challenges due to globalization effects. Information and technology development makes the young generation to be selfish, practice pragmatics, and limit their direct social interaction with other individuals. The young generation seems to be intimate with other individuals living from different places than those living in their environment. This situation degrades the inherited ethics, politeness, customs, social orders, and cultures of communities in Indonesia. The young generation forgets how to respect and acknowledge other individuals in the same physical environment as them.

This situation becomes a challenging matter for civics education. Civics education is important to instill the values of Pancasila as the ideology because Pancasila has the principle values of humanity and justice for every individual. Thus, all individuals must acknowledge and properly treat other individuals around them.

Civics education is a lesson to prepare active citizens in carrying out the tasks and responsibilities of Indonesian citizens. Cogan (1999: 5) explains that civics is "*education for citizenship is the large overarching concept here while civic education is but one part, albeit a very important part, of one's development as a citizen.*" Thus, civics education is important to realize characterized citizens, for example, the humanist citizens.

With civics education, future national generations could realize the importance of respecting, acknowledging, and loving other individuals with excellent social sensitivity. The realizations of these objectives require civics education. Humanist citizens are the products of civics education learning with the habituation of individual strategies to humanize other individuals by practicing tolerant actions.

One of the efforts of realizing humanist citizens is to teach and share civics education. The materials of civics have some objectives, such as 1) realizing the characters that reflect excellent comprehension, understanding, and practice of morals and values of Pancasila personally and socially; 2) being committed constitutionally with positive behaviors and complete comprehension about the 1945 Constitution of Republic Indonesia; 3) logically, critically, rationally, and creatively thinking by having the spirits of nationalism and patriotism based on the values of Pancasila, the 1945 Constitution, Unity in Diversity, and Unity of Republic Indonesia; and 4) actively, brilliantly, and responsibly participating as the members of community, nation, and citizen based on the dignity and the honor of the creatures of God the Almighty that live in social cultural order. (The Government Regulation, Number 32 the Year 2013).

Civics education is important to instill the values of Pancasila as the ideology because Pancasila has the principle values of humanity and justice for every individual to realize a humanist generation as mandated by the civics education objectives.

Thus, being a humanist citizen requires strategic steps with the orientation of the task, right, and obligation balance of a citizen. From the explanation, the understanding of civics education and the role of civics education to realize humanist and respectful citizens with national life basic values is important.

METHOD

The Research Type

The applied method was a descriptive qualitative method. The applied approach described the existing phenomena by considering the characteristics, qualities, and interconnection among the activities (Sukmadinata, 2011).

Research Occasion and Implementation

The researchers carried the research on the Civics course of Accounting and Management Study Programs at the Economic Faculty of Universitas Muhammadiyah Semarang, in the odd semester, of the academic year of 2019/2020.

Research Subjects

The research subjects consisted of students of the Economic Faculty of Universitas Muhammadiyah Semarang. The two programs were from two classes of a management study program and two classes of an accounting study program.

Data, Instrument, Data Collecting Techniques, and Data Analysis

The researchers collected the data through an interview, observation, and documentation study. The in-depth interview was useful to obtain data about humanism attitudes. The lecturers could manage the mandatory course to reveal information about the Civics learning process with a humanist attitude. The researchers observed the students directly in the classrooms or outside of the classrooms. The researchers documented the research process by taking photographs, using monumental works, and other individual writings (Sugiyono, 2013). The applied Focused Grouped Discussion was useful to reveal the specific perceptions and the ways to perceive phenomena (Paramitta & Kristiana, 2013).

The applied instruments were an observational sheet or checklist, interview guidelines, and a documentation sheet. These instruments were useful to collect the data for this research.

The data analyses included data reduction, data display, and data verification (Miles et al., 2014). The researchers analyzed the instrument results, based on literature study and documentation, theoretically to draw a conclusion and actualize the results into learning concepts.

RESULTS AND DISCUSSION

The Efforts to Developing Critical and Humanist Attitudes by Promoting Civics Education at Higher Education

Students are individuals studying in Higher Education (KBBI, 2016). They are aged between 18 and 25 years old and are in the stage of maturing the life principle (Yusuf, 2012). Indonesia has the potential to advance immediately in terms of demographic, economic, and political stability matters. Thus, Indonesia must prepare and improve qualified human resources for the future (Fahri et al., 2016).

Students of Higher Education have some underlying reasons to study. They are (1) to get better jobs, (2) to plan their long-term career developments, (3) to study certain material, (4) to realize personal potency, (5) to be excellent students, (6) to do the normalized things, (7) to follow the parents' encouragement, (8) to follow the teachers' encouragement, (9) to make a decision, (10) to keep up with friends, (11) to act based on the obtained information from schools, (12) to be students than unemployments, (13) to act based on the external information from school, (14) to receive encouragement from peers, and (15) many more (Russo et al., 2014).

The survey results at higher education showed that technology could be a challenge and an opportunity. Technology creates better and smoother communication to connect with many individuals. However, the disadvantages of applying technology are observable in the increased stress, technology addiction, and misunderstanding to deal with relationships and conflict (Russo et al., 2014). Some students, as agents of change and social controllers, have dynamic characters (Suroto, 2016). The self-directedness, creativity, and solution are important skills for the current era. These features are inseparable from the critical thinking skill urgency for students (Suparni, 2016). Students' critical thinking skills could be focused on higher thinking skills to establish arguments, conclusions, and reflection (Vasilovsky, 2011). In this 21st century, critical thinking skill becomes an important skill out of the five primary skills for citizens (Bapna et al., 2017). From the science paradigm perspective in 195s, Benjamin Bloom identified cognitive skills into some levels. They were (1) know, (2) comprehend, (3) apply, (4) analyze, (5) synthesize, and (6) evaluate (The Open University, 2008).

Critical thinking skills for students are the primary necessities to deal with various problems in this globalization era. Critical thinking is important in life aspects to deal with problems. Every individual critical thinking skill could train individuals to bravely ask, argue, identify information, conclude, and identify some effects (Santi et al., 2018). One of the courses with strong jurisdiction is the Civics course in higher education. The course aims to improve the consistency of realizing the Pancasila values, patriotism, science implementation, responsibility, and morals (Kaelan & Zubaidi, 2007). Civics at a higher education level is a course to develop character and improve the global competencies of youngsters. Based on the arranged material achievement, the common psychomotor achievement expected the students to think logically, critically, innovative, and qualifiedly. Critical thinking skill is a common skill as the mission of Civics in higher education. The improved critical thinking skills of students due to Civics teaching required a learning approach, learning media, and learning source. Learning conception, learning approach, and teaching preference are correlated logically (Carstensen, et al., 2018). Firstly, the different approaches were important for each program in the General Courses. The applied approaches included contextual, constructivist, and open-ended approaches (Hidayah, Ulfah & Suyitno, 2019).

Effective involvement encourages qualified teachers to realize interaction instead of information about students' experiences. Thus, students could share their feedback (IMHE, 2012). The general courses had the components to actualize the

character education values. The expected learning competencies of the course were not only the cognitive aspect of mastery but also the internalization process of self-directed learners (Sunarto & Suhardiyanto, 2013). Civics should prepare the students with the primary values of being global citizens (Sutrisn, 2018). This preparation is important to manage the significant changes due to globalization. Globalization also changes individuals to define and understand educational approaches (Balistreri, et al., 2012). Critical thinking contributed to career success by providing support for success in higher education (National Education Association, 2012). Literacy becomes an important matter to improve students' cognition. The implementation of controversial issues could improve the student's critical thinking skills while joining the Civics course. The results were observable in the learners' skills to explore problems, evaluate, and integrate the problems (Alfiandra & Puspa, 2018).

The second strategy was by developing the critical thinking skills of the students by learning media implementation. Students, as the young generation, are the neto generation. They tended to use media continuously in their life and to use media in their structured academic context. These behaviors would improve along with the implementation of blended learning and e-learning strategies (le Roux & Parry, 2017). The other findings showed that the presented course material with PowToon media had the potential to improve students' understanding of the Civics course (Nurdiansyah et al., 2018). The third strategy was applying learning sources. Most civics course learning processes at higher education seemed boring with theoretical, cognitive, and verbal materials (Saputra, 2015). The implementation of controversial issues as learning sources could develop the student's problem-solving skills, critical thinking skills, and participation (Hanurawan, 2007). The maximum learning results required systematic, qualified, and functional learning source management (Abdullah, 2012). Learning sources required critical thinking skills for civics education. The researchers found at least two learning sources; the designed learning source and the objective-oriented learning source. Many online learning sources provided students the opportunities to enrich their learning sources. However, on the other hand, the skills of selecting accurate learning sources required further analyses (Ghofur, 2018). The designed learning source could apply the predetermined reference by the government. On the other hand, objective-oriented learning sources allowed the lecturers to enrich relevant learning sources in the forms of printed and non-printed learning resources. Technological mastery required primary necessities to maximize the internet function as a learning resource (Mujahidin, 2014). Educators must improve their activities by involving other individuals, collaborating, and mastering information technology to plan and manage the learning process (Lebeničnik, 2015).

Thirdly, the students could improve their humanist characters after they mastered critical thinking skills. Humanist characters refer to individual skills to respect, acknowledge, and prioritize the values, human position, and criteria for various matters (Hadi Sumasono, 2012). Being humanist made individuals have ethical doctrine with huge scopes, including human ethnicity, against the traditional ethic system with only certain groups.

Humanist attitudes and characters require logical-critical thinking skills. Therefore, personal solutions to deal with various problems could appear in society. Thus, humanists would appear after individuals could think critically. Being a humanist could make a balance for an individual to think critically to prevent selfishness of every individual.

CONCLUSION

Critical thinking skills by having Civics at higher education had three strategies: applying a learning approach, learning media, and learning source with the student characteristic and era adjustments. The applied learning education approaches were scientific, contextual, constructivism, and open-ended. The developed media was blended learning and e-learning. The applied learning sources were online and offline.

Humanist attitudes would be observable in individuals to think critically. Humanists contributed to the responses of critical thinking skills toward the encountered social problems. Thus, it could prevent selfishness and improve tolerance. Therefore, the research objectives could be achieved with civics course implementation maximally.

REFERENCE

- Alfiandra, D.P & Sani, S. (2018). Implementasi Model Kontroversial Issue dalam Mata Kuliah Pendidikan. *Jurnal Civics: Media Kajian Kewarganegaraan*, 15(1), 62–73. <https://doi.org/10.21831/jc.v15i1.17281>
- Arif, D. B. (2015). Kontribusi Mata Kuliah Pendidikan Kewarganegaraan untuk Pengembangan Karakter Bangsa: Prospek dan Tantangan di Tengah Masyarakat yang Multikultural. *Didaktika*, 151, 10–17. <https://doi.org/10.1145/3132847.3132886>

- Banks, J. A. 2008. "Diversity, Group Identity, and Citizenship Education in A Global Age", dalam *Educational Researcher*, 37 (3), hlm. 129-139
- Cogan, I. J. (1999). *Developing the Civil Society: The Role of Civic Education*. Bandung: CICODE
- Hadi, Sumasno. (2012). Konsep Humanisme Yunani Kuno dan Perlembangannya dalam Sejarah Pemikiran Filsafat. *Jurnal Filsafat*. Yogyakarta: UGM. 22 (2): 107-119 Eissn 2528-6881
- Hidayah, Y., Ulfah ,N., & Suyitno. (2019). Analisis Pendekatan Pembelajaran Mata Kuliah Wajib Umum Pancasila dan Pendidikan Kewarganegaraan Di Perguruan Tinggi. *JPK: Jurnal Pancasila Dan Kewarganegaraan*, 4(1), 22–33.
- Lebeničnik, M. et al. (2015). Use of Online Learning Resources in the Development of Learning Environments at the Intersection of Formal and Informal Learning: The Student as Autonomous Designer. *C e p s Journal*, 5, 95–113.
- Miles, M.B, Huberman, A.M, & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook (Edition 3.)*. UI-Press.
- Muhammad Syaifudin & Agus Satmoko. (2014). Kontribusi Pendidikan Pancasila dan Kewarganegaraan (PPKn) dalam Pembentukan Perilaku siswa SMA Negeri 19 Surabaya. *Kajian Moral dan Kewarganegaraan Volume 2 Nomor 2*.
- Mujahidin, Khairul, Z. (2014). *Pemanfaatan Internet Sebagai Sumber Universitas Islam Negeri Mulana Malik*. Republik Indonesia. (2013). *Peraturan Pemerintah Nomor 32 Tahun 2013 Tentang Tujuan Pendidikan Pancasila dan Kewarganegaraan*
- Saputra, E. (2015). *Peranan Metode Diskusi Dalam Pembentukan Karakter Mahasiswa Melalui Mata Kuliah Pendidikan Kewarganegaraan (Pkn) Edi Saputra*. Tingkap, XI(1). Somantri, M. N. (2001). *Menggagas pembaharuan Pendidikan IPS*. PT Remaja Rosdakarya.
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sutrisno. (2018). *Peran Pendidikan Kewarganegaraan dalam Membangun Warga Negara Global*. *Citizenship Jurnal Pancasila Dan Kewarganegaraan*.
- Syarbaini, Syahril, dkk. 2006. *Membangun Karakter dan Kepribadian melalui Pendidikan Kewarganegaraan*. Jakarta : UIEU – University Press
- Winarno. (2013). *Pembelajaran Pendidikan Kewarganegaraan: Isi, Strategi, dan Penilaian*. Jakarta: PT Bumi Aksara